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## The Normal Offering, Vol. 7, No. 4, May 1890

Bridgewater State Normal School

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MAY, 1890.



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# NORMAL OFFERING.

## A SCHOOL MONTHLY.

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Edited and Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.



THE NORMAL OFFERING.

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# Normal Offering.

Vol. VII.

State Normal School, Bridgewater, Mass., May, 1890.

No. 4.

## ON THE ATLANTIC.

*Mr. Editor:*

A few words about an ocean voyage may be of interest to the readers of the OFFERING.

"There is a tide in the affairs of men which taken at its flood," at 9 A. M. on Saturday, April 19th, carried the writer and his wife out to sea from the Cunard wharf, East Boston, on the "Royal Mail Steamer, Pavonia" bound for Liverpool. The good friends who came to wish us a pleasant voyage, a happy sojourn, and a safe return, gave us good cheer and waved their good byes from the wharf till they disappeared from our view.

The wind was blowing a stiff breeze from the north, with the air so clear that the city, forts, islands, and shores were very distinctly defined and seemed to rise higher than usual above the water. The sail out of the bay was delightful, one after another the islands, the tall buildings of the city, and the "gilded dome" of the State House disappeared, but the south shore stretching out to sea kept in view till about noon when we bade good bye to our native country,

"Land of the noble free,"

and gazed only upon the vast expanse of ocean waves all around and blue sky all above, with no sign of life save on our staunch craft, and the score and a half of gulls that followed in its wake. They were objects of special interest as the connecting links between us and the shores we had left behind. We watched them circling in their rapid, easy flight, or floating serenely on extended wings, or descending swiftly to snatch from the waves the waste food thrown from the ship. They followed the ship three days when they left us to escort some homeward bound voyagers into port.

Sunday was bright and beautiful, the triangular tips of the waves sparkled like diamonds, in the sunlight, not a vessel was seen through all the

day, the calm of the Sabbath rested upon the ocean, everything was quiet on shipboard, the passengers in their wraps sitting comfortably in their reclining chairs on the sunny side of the deck thinking of the homes and churches they had left behind them, were reminded that "In the hands of the Lord are all the corners of the earth; and the strength of the hills is his, also. The sea is his and he made it." The same good Providence guards us on the great waters as on the land.

The voyage has been remarkably pleasant, the ocean calm, the first seven days bright, the eighth and ninth cloudy without rain, with the wind strong enough on three days for the unfurling of the foresails which increased the run of the ship more than a mile per hour. The course for the first thousand miles was a little south of east, to escape fogs and ice, afterwards nearly northeast. I can give you no description of seasickness because I do not know the object, Mrs. B. knows it thoroughly.

Our list of twenty-five cabin passengers includes merchants representing prominent firms, and manufacturers, going abroad to purchase goods, a priest, a clergyman, vocalists, teachers, and others including several young ladies, some going for study, others for travel, and others for recreation and the accumulation of nervous energy. All are socially inclined each one manifesting some personal interest in others. The vocalists aided by a fine pianist have kindly given three evening concerts for the entertainment of their fellow passengers

The employment of the passengers are eating, sleeping, a few games on deck, sitting in wraps in a reclining chair on deck reading a novel or some other entertaining book, conversation, smoking for those who take to it, and "constitutionals," i. e. walks on the deck as inclination or necessity prompts. The first Sunday was spent quietly according to each one's inclination, on the second



the Episcopal service was read by the Purser in the saloon, the sailors and passengers attending, and was appropriate and impressive.

Your readers do not care for statistics, and I will only say that the Pavonia is the best of the Cunarders sailing from Boston, is staunchly built, of iron, hull and masts, has eight compartments any two of which would float her, is 430 feet long, would reach from the middle of Grove street through Maple street to the middle of School street, is 52 feet deep from hurricane deck to keel, seven feet deeper than the three stories of the main school building, is 50 feet wide amid ship, requires 167 men to run her, burns 96 tons of coal per day, and makes a run of about 290 miles in twenty-four hours. Captain Alexander McKay, her master, is said to be the best captain on the line, a very genial man sparing no pains to make his passengers happy.

I heartily wish that all our school could have the experience of such a delightful voyage as we, Mrs. B. suggests the use of the singular pronoun, have made. I mail this at Queenstown that it may reach you for the May number of the OFFERING.

Cordially yours,

A. G. BOYDEN.

#### APPLIED CIVIL GOVERNMENT.

BY G. H. GALGER.

"**S**HOULD Civil Government be taught in our common schools?" is no longer a question admitting a doubtful reply. Ignorance of the principles and practical operations of our governmental system is by no means confined to the illiterate classes. One has only to question the average "intelligent voter" to find a somewhat surprising nebulousness in his ideas of the duties of the officers for whom he casts his vote, and a very inadequate comprehension of the principles of the party he supports and of the government which accords him the franchise.

"How can we teach Civil Government so that it may be of practical use to our pupils?" We can no longer be satisfied with the "incidental training in the principles of government which can be given in the study of United States History." Incidental training is not enough. France has learned by varied and bitter experience the

necessity of systematic teaching in the principles of popular self-government, and France today excels our own common schools in such teaching. For our purpose it is evident that the

*Course of Study* must be adapted to the last year of the Grammar school, or first year of the High school work. It must be condensed, yet logical, and should inspire the pupil with a devotion to the broader related studies which naturally follow. An intelligent study of United States History is presupposed. "Shall we start with a formal definition of Civil Government?" That is not necessary and would be apt to repel rather than attract the pupil. Direct the student to the obvious facts of the town government right about him, and the principles they illustrate. The bright scholar will ask "How came we by this government?" Then must follow a simple, logical, story of the daily social and political life of our Aryan, and our more immediate Teutonic ancestors, with a connected, though condensed account of the salient facts in the growth of government in England. "Where shall we find this?" Go directly to the great authorities, Freeman, Maine, Draper, and others, and make judicious selections. If this cannot be done, then we must select a *good* text-book, *for reference only*, containing such facts in simple, logical, form, but not in the "milk for babes" style which some writers have recently adopted in writing for the young. Clear ideas of the action and relations of the early factors in government are absolutely essential, and here much more depends upon the excellence or defects of text-books. Show in what ways the conditions surrounding the early settlers in our own country were peculiarly favorable to the development of self-governing units.

*Town Meeting.* After a careful study of the facts and principles involved, let the pupils hold a "Town Meeting," electing typical town officers from the class. Let it be the duty of each of these model officers to report fully, with practical illustrations, where possible, concerning the duties of his office, going directly to the real officers for information as to the actual performance of such duties, and to the Public Statutes of Massachusetts for the laws. The High school, or otherwise the highest Grammar school in each town is entitled to a copy of the Statutes, free of cost.



The officers of the town will be found, as a rule, very willing to give all information in their possession, indeed in almost every town, at least one local Dogberry will be found, who will be apt to enlarge considerably upon the duties and responsibilities of his office. Let a portion of each recitation hour be set apart for hearing the reports of the school officers, insisting on *practical illustrations* when at all feasible. In the writer's class the school Registrars of Voters secured from the Secretary of the Commonwealth copies of all the laws and pamphlets relating to the Australian Ballot Law, also a generous supply of sample ballots. Then under the direction of the School Board of Selectmen, an election was held, practically illustrating the new system of voting. A careful report of all the essential laws relating to the subject, was followed by informal discussion. The school Road Commissioner showed carefully prepared maps of the town indicating defective places in the highways, and discussing the best methods of road making and bridge building.

The above instances will serve to show the method of work. Have the class watch the newspapers. The amount of pertinent clippings brought in will be surprising.

*City Government.* In a city school follow a plan similar to that outlined above. Note that the duties of city officers are more distinctly defined than those of town officers, that the government of a town typifies a democracy; that of a city, a republic.

*Counties.* Relation of the county to town and state. County Commissioner: powers and duties.

*State Government.* Organize a school Legislature. Trace the gradual specialization of function as shown in the Legislative, Judicial, and Executive departments of the state government. Study carefully the relations of the state to the town and the

#### *National Government.*

With many of the facts of National Government the student will already have become familiar. Study carefully the Articles of Confederation, as they contain many of the root ideas afterward more carefully formulated in the Constitution. Go from the facts to the Constitution, not from the Constitution to the facts. Show that our Constitution did not spring "full grown from the

head of Jove," but was the expression under favorable circumstances, of ideas, which, in a more or less distinct form had been a part of the very fibre of the Anglo-Saxon mind for centuries. Study the Legislative, Judicial, and Executive departments in their order. Discuss fully the relations of nation and state.

*Suggestive questioning* forms a very profitable part of the work. For instance: In what ways does the state control the schools of a town? To what extent can it control the details of municipal government? What principles of government does the Police Court illustrate? Superior Court? Supreme Court? What is the relation of the Supreme Court of the United States to the Constitution? What are some of the advantages of the separation of the governmental agencies into distinct departments? Some of the disadvantages? Such questioning may be indefinitely extended.

*International Rights* should be treated, with reference to practical application. The above plan partially outlines a term's work of a High School class of an average age of fifteen. That a similar plan, modified and improved, could be successfully used in our Grammar schools the writer is confident.

*Ethics of Government.* Throughout the work a consciousness of the value of what we have gained in the art of self-government, the necessity of constant watchfulness and intelligent effort to preserve what we have acquired, should permeate all the teaching. The "flag movement" is good, but let us inspire a patriotism which understands clearly and fully what the flag means; a patriotism which finds expression not merely in cheers and bunting, but in the living exercise of all those qualities which make the good citizen, without whom no republic worthy of the name can exist.

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#### THE ZENANA BAND.

BY MISS E. C. FISHER.

IN Calcutta, India, a few years ago there was established by the Woman's Union Missionary Society an orphanage for neglected and orphaned children, supervised by Miss Sarah Gardner.

There are at the present time in the establishment one hundred and twelve children, all of



whom are being trained in different works according to their age and ability for lives of usefulness in the future.

The youngest is two years old and is learning her first Bible text. The oldest is eighteen and will enter the Calcutta university next year.

There is attached to this orphanage an advanced and Normal training class. From this the young people take the entrance examinations for the university. If they pass they are allowed to enter. They may have, therefore, a college education and are also trained in teaching.

In this Normal class, the girls are taught and trained for teaching in their own language with a little English.

In the university the work is done wholly in English, and examinations for graduation must be passed in two languages, one in English, the other in any language they choose. The choice is usually between Hindustani or Bengali. This requirement insures their becoming thorough scholars in both languages. This thorough course of training for the girls has been started since Miss Gardner began her work at Calcutta.

Of course only a few girls, as yet, have been able to reach the B. A. degree of university graduation being restricted by many limitations.

It is the purpose of the Woman's Union Missionary Society to build up this thorough Christian training which is already begun, and remove thereby all this dark religious superstition which binds the people, believing that Christian native girls, rightly trained, can do more for their own country women than foreigners and may become workers for Christ in various positions, going in and out of the homes of these burdened, crushed people to teach them of Christ.

Three years ago in the city of Calcutta, a little girl was sent to the police to be cared for, her parents and friends being dead. They, not knowing what else to do with her, sent her to the orphanage. She was received and is now being educated there.

In 1887 the Bridgewater Zenana Band adopted this child, paying sixty dollars each year for its support in the orphanage. With Miss Woodward's consent the little girl was named Elizabeth B. Woodward.

Miss Gardner chose her from all the children as the most promising and hopeful. She proved to be one of the brightest and best and still continues to develop fast intellectually.

She is ten years of age, and Miss Gardner writes that in two years she will be able to carry on her own correspondence with the Zenana Band.

This girl is to be trained for some special work, which will be determined by whatever aptitude she shows in any one direction, as a teacher, evangelist, Bible woman, nurse or even a doctor.

As yet this little girl has evinced no particular interest in a Christian life, but she is a thoughtful child and so hope surrounds her. Unless she becomes a channel through which the Holy Spirit can work her influence among her country-women will be void of result.

To many of the readers of this article, the beloved name comes as more than a simple reminder of our tie with this outer nation and of our duty, even as a legacy committed to us from one whose influence and love has been world-wide.

A charge has come to all the Zenana members in this plea from Miss Gardner, "I beg of all the members of this band to make this little one a subject of earnest prayer that she may be worthy of the name she bears."

#### MEMORY.

BY H. C. LEONARD.

WERT thou, O Memory, cold and still,  
What power on earth is there to fill  
Thy vacant place? Though we could live,  
What joy would all our living give?  
With thee the tide of life doth rise,  
And stand before our very eyes.  
We see again the things we've seen  
As though there were no time between.  
Through thee we go to where we've been,  
To live the same life o'er again;  
We stroll, as through an open door,  
To places where we've been before.  
How pleasant now to roam among  
The places where we were when young,  
Where we have played our childhood plays,  
And learned of nature's simple ways.  
We watched the seasons come and go,  
Through summer's sun and winter's snow.  
O fleeting Time! How much has past  
Between the first life and the last!



Our pleasures quickly pass away,  
 And we recall the distant day  
 With many sighs." And now at last  
 We prize more highly what is past!  
 Mem'ry, 'tis only thou that canst  
 Look back upon the broad expanse  
 O'er which time, in its forward flight,  
 Has drawn the curtain low and tight.  
 Time rolleth on; and soon we find  
 That all of the earth is left behind,  
 And hope for joy is all in thee,  
 For what thou hast, can never flee  
 Thou great, eternal Memory.

## AN EDUCATION AT HARVARD.

SOME of the readers of this magazine may, perhaps, have observed that every now and then, there appears from the public press an article upon the alleged "exceeding costliness" of a college course at Harvard. And it certainly is possible for one to expend as much money in that way at Cambridge as anywhere else. There are students there, from time to time, whose parents or guardians allow them all the way from a thousand to four thousand dollars a year for their support; and who doubtless somehow get rid of every cent of such extravagant allowance! Yet it remains true, at the same time, that a person of even the most moderate means, can nevertheless secure as *good* an education there, as one who has almost unlimited means at his command. Indeed, it needs but very little, in the way of money, on the part of any diligent and devoted student, in order to obtain the best that Institution can offer, in the way of a thorough scholarly training.

The writer of this article for instance met a young man, some years since, who had then just completed his Freshman year, at Cambridge, and who had, without incurring a single dollar of debt, arrived at the Sophomore year of his course. Being aware, as the writer was, that the youth thus referred to, entered college with only a few dollars in his pocket and with no apparent resources beside, he asked him how it was, that he had thus managed to meet his college expenses as fast as he incurred them? His reply was, "During the year, I took private pupils in the languages for a few hours of each week,—these pupils coming to me from Boston, Cambridge, and elsewhere. Then, later on in the year, I gained a scholarship." "And do you expect" he was asked, "to

go on in a similar way to the period of your graduation?" "Yes," he replied. "Next year I shall probably have more pupils; and some, probably, from the class below my own who will need 'coaching,' and who will thus be led to seek the aid of those who are their seniors in college-work; beside which, I mean to strive for,—and I think I shall secure,—a more remunerative scholarship, and thus cover the necessary expenses of the remaining three years of my college life."

And he doubtless did do so,—as many another has done since; graduating even, in many cases with some of the college-honors of the classes of which they were members.

But beside the opportunities of self-helpfulness, and self-support, which are found in the directions already alluded to, (in the way of available scholarships and possible private tuition,) there used to exist at Harvard, not many years ago,—perhaps there still exist,—the most liberal provision, on the part of some of the generous and wealthy men of Boston, in aid of *any* needy, and meritorious students. In fact, the writer was once told, by one of the leading University Professors, that such men had fully *authorized* him to call upon them for any reasonable amount which might be required to enable young men to enter, or having entered, to go on, so far as any needed pecuniary provision might be concerned.

It will readily be seen, therefore, that it is the fault of any young man himself, and not the fault of his "circumstances," if, with a strong yearning for a liberal education, he does not obtain it, even if he is so ambitious as to be content with nothing less than that which Cambridge provides. All that is really essential in the case, is a determination to be studious, faithful to his opportunities, diligent in all scholarly way, obedient to the laws and requirements of the University, and ambitious and eager to do his best. For, if one is only up to the mark, in *these* respects,—as every man may be, and ought to be, who has the average mental-furnishing for such a course,—then he will find, that the inviting doors of "Old Harvard," with all the priceless privileges to which they lead the way, will be most widely thrown open to him; while its multiplied wealth of learning, and culture will then be found to be within his comparatively easy reach and grasp.

T. W. B.



## The Normal Offering.

Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.

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Manager.

The OFFERING is strictly a school paper, and all members of the school  
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-  
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.  
Address communications to "THE NORMAL OFFERING" Normal Hall,  
Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not  
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

BRIDGEWATER, MAY, 1890.

**Our edition this month exceeds  
1000 copies.**

### AN IMPORTANT NOTICE.

**T**HIS month we send a large number of papers  
to the alumni of this school, teachers, and  
friends of education who are non-subscribers. *Our  
object is to induce you to subscribe for the OFFER-  
ING. No effort will be spared to make the paper  
worthy of your patronage. We hope soon to fur-  
ther enlarge it, to make it a twenty-page paper;  
and in every way to increase its value. We will  
send you the OFFERING six months on trial for  
only 25 cents. After June 15, the price of the  
OFFERING will be 75 cents per year; single  
copies 10 cents. Old subscribers who will renew  
their subscription before June 15, can receive the  
paper next year for 50 cents. All subscriptions  
received after that date must be 75 cents per year.  
We hope many will take advantage of our trial and*

renewal offers, which are good until June 15.  
We appeal to every alumnus of this school and  
and to every reader of this paper, to assist us in  
enlarging our circulation. If you are a non-sub-  
scriber, *send us 25 cents and receive the OFFERING  
six months on trial. If you are a subscriber, re-  
new your subscription and induce others to sub-  
scribe. We hope every reader of the OFFERING  
will become a missionary in the cause, and not  
allow the paper to be curtailed for the lack of  
funds.*

**I**T is our ideal that sometime the NORMAL OF-  
FERING will cease to be regarded simply as a  
"school journal," but will be classed among the  
leading educational periodicals of the day. It is  
the desire of the present Editorial Board to do  
something toward raising the OFFERING to the  
high standard which we hope sometime it will at-  
tain. It is said that enough power is wasted at  
Niagara Falls, provided it could be converted  
into electricity, to light the State of New York to-  
gether with all New England. We believe that  
there is sufficient literary force among the alumni  
of this school, to make the OFFERING a powerful  
light in the educational world. There could be  
no better field for journalism. The height to  
which the NORMAL OFFERING can attain, is limit-  
ed only by the push and brains with which it is  
conducted.

**M**ANY of our best institutions of learning are  
considering the propriety of doing away  
with valedictories and class honors. The great  
University of Michigan has already done so, and  
doubtless others will soon follow her example.  
Is it not a move in the right direction? A valedictory is a spur to those who need a check. The most ambitious and the hardest workers are the ones on whom it exerts the greatest influence. We have seen the health of persons greatly injured by overwork at school. We know of the gravest results arising from this cause, the effects of which must be carried through life. Those persons to whom we refer were candidates for valedictories. Should you tell them that they injured themselves by over exertion for such an empty honor, they would regard it as an insult. Nevertheless it is true.



Again we venture to say there never was a valedictory assigned but some one was disappointed, and whose feelings were hurt thereby. To be otherwise would be almost an impossibility. To underrate ones own deserving is not natural, and no faculty is infallible.

The question is often asked, Why does a much smaller per cent of valedictorians reach eminence than other less favored graduates? They generally pass off the platform with their "Deus vobiscum" and are heard of no more. The reason is not for the lack of brains or energy. They have plainly demonstrated that they have both. In too many cases, we believe, they have overtaxed themselves. Reaction must follow, nature's laws brook no violation. We are of the opinion that the evil effects of the stimulus resulting from valedictories exceed the good, and we hope that before long all class honors will become a thing of the past.

**D**RILL and practice on parliamentary law and debating, we believe, could be introduced with profit into any grammar or high school. What is more practical? Every boy has a right to hope sometime to fill the chair of Speaker Reed, every girl the position of Miss Willard. In the ordinary walks of life, all are liable to be called upon to preside over a meeting; and to do this as it should be done, is a great and rare accomplishment. We hold that no one has a right to the title of an educated person, who does not understand the elements of parliamentary practice, and we hope more attention will be given to it, both in our common and in our normal schools.

WE PUBLISH this month a supplement devoted to base ball, etc., written and edited by our business manager, Mr. Luther Hatch.

#### PRIZES FOR THE BEST ESSAYS.

1. THE WORKS OF NATHANIEL HAWTHORNE, 5 VOLS.
2. AMERICAN PATRIOTISM BY S. H. PEABODY.

THE Editorial Board will give the above books as prizes for the best essays written on one of the following subjects: "The Best Preparation

for Citizenship, The Art of Conversation, Teaching of English in our Public Schools, Self-Culture." The prizes are open to any subscriber to the OFFERING and to any student of this school. The essays are not to be signed, but the name of the writer must accompany each on a separate piece of paper. Essays must not contain over one thousand words, and must reach the Editor, on or before May 27. We will publish in the June number the best essay and the names of the successful competitors. Address all communications to the Editor-in-Chief, Bridgewater, Mass.

#### SUBSCRIBERS' COLUMN.

**A**LL communications intended for this department must be questions of general interest, and must be in the hands of the Editor by the first day of the month.

What is meant by the Temperance Crusade in N. H., and what will be the effect? F. H. D.

In N. H. there is a stringent prohibitory law upon the statute book. This law has not been strictly enforced in times past. Last Christmas time, Gov. Goodell issued a proclamation calling upon all officers of the State to aid in the enforcement of this law. Many liquor prosecutions were made and are still being made in compliance therewith. Gov. Goodell is now very sick and the result of the "Crusade" cannot yet be told.

1. What is the distinguishing feature of the Unitarian belief?

2. When and where did Unitarianism originate?

3. Please state the principle articles of the Unitarian creed. H. B. F.

1. Unitarians believe in *one* God as opposed to a Trinity.

2. Unitarians have existed under one name and another since the time of Abraham. Modern Unitarianism may be dated from Channing, the early part of the present century. Boston is usually called the birthplace of modern Unitarianism.

3. Unitarians have no creed.

What is Volapük, and what is its use? B. F. S.

Volapük is a recent made-up language, designed by the inventor to become universal.



### THE RECENT DECISION OF THE SUPREME COURT.

NO decision in recent years has been wider reaching in its effects than that one handed down last week from the Supreme Court of the United States in what is known as the "original package" case.

Under it, clauses in the constitutions of Maine, Kansas, North Dakota, and South Dakota are made practically of no effect; the substance of the prohibitive laws of those states and of Vermont, New Hampshire, and Iowa are swept away; and the restrictive laws of every State in the Union beside, are of no effect as regards sales in the original package.

"The power rested in Congress to regulate commerce is a power complete in itself, acknowledging no limitations save those prescribed by the Constitution of the United States. It cannot be stopped at the boundary of a State. A subject matter that has been exclusively confided to Congress by the Constitution, is not within the jurisdiction of the police power of the State. The plaintiffs in error are citizens of Illinois, and import into Iowa beer, which they sell in the original package. They had the right to import the beer into that State and the right to sell it, by which act alone it would become mingled in the common mass of property within the State. Up to that point, in absence of Congressional permission to do so, the State had no power to interfere by seizing, or any other action in prohibition of importation and sale by the non-resident importer. No article that Congress recognizes as an article of Inter-State can never be controlled by State laws amounting to regulations."

Such is the language of the Supreme Court. It is of no use to say that it is not sound law, for this is the Court of last appeals and it rarely or never reverses its own decisions. Whether sound or not, what is writ, is writ. Neither is of use to say that the decision was unduly influenced, or that it was partizan; for it is untrue; and a casual observation of the distribution of Judges among parties and shades of sentiment for or against prohibition, will convince any one that the decision rests on judgment not prejudice or fraud.

The hand of the State is wrenched from the great engine of disorder and crime. We have need of care "for the devil is loose" as never before in history. John Doe moves to New York and imports his liquor from Boston, and Richard Rowe moves to Boston and imports his liquor from New York, and both sell as much as they please, to whom, and when they please, provided they do not break the package in which they import. They sell to drunken men, to minors, to paupers, to Indians, at all hours and with as little heed as another man sells bread. The State not only cannot prohibit, but it cannot regulate or supervise in any way. This town votes for high license. If the dealer wishes to do so he takes it, if not he sells without and none can molest him or make him afraid. The town votes no license and wakes next morning to find the American flag waving its protecting folds over a rum shop in the heart of the village. The State prohibits, and protected by all the power of the United States the liquor dealer offers his stock to all.

One million six hundred thousand votes have been thrown for prohibition in the United States in the various constitutional amendment campaigns. Of those voting against, a very large proportion advocate high license or low license or some restrictive measure. All these are balked by this decision. It crosses the convictions of five men in six in the United States. It needs no Daniel to read the writing that foretells the fate of the political party that stands in the way. Congress *must* give the needed relief. In the words of Garrison, "The situation is enough to make a statue leap from its pedestal." But the liquor dealers ask, "What are you going to do about it?" What indeed? J. W. MITCHELL.

### A POINT SETTLED.

TO the careful observer the readiness with which a novice in any line of study engages in argument with one thoroughly educated is surprising. Not only is it surprising in itself, but it is surprisingly common. Did ever the President of these United States send an eloquent message to Congress, but that the editor of every opposition paper, however insignificant, made haste to *demolish* it in a two column editorial? Was ever



a physician when conducting a most difficult case exempt from the interference and unanswerable logic of some old nurse whose medical knowledge was bounded by thoroughwort and mandrake? Has ever a teacher given years enough to a certain study but that scholars would be found that insist upon devoting a whole class hour to argument and refuse to be convinced of their error?

Do you recollect the time worn story of the old farmer, who upon hearing that a proposed railroad would pass directly through one of his barns, left all work in a busy season took a long journey and labored long and earnestly to convince the President of the road of the impracticability of such a scheme, on account of the difficulty of opening and shutting the barn-doors every time a train wanted to pass through?

And so we might extend the list of well meaning persons making themselves ridiculous and obnoxious by arguing about matters of which they have little or no conception.

Dr. O. W. Holmes in his entertaining book "The Autocrat of the Breakfast Table," disposes of the matter in the following logical way. "If two connected tubes, one large and one small be partially filled with some liquid, the liquid will rise to the same height in each. Now if the wise man be represented by the large tube, the fool by the small tube and the argument by the common liquid, the analogy will be complete. Any controversy puts wise men and fools on the same level." And, Dr. Holmes adds, as truthfully as wittily, "The fools know it."

R. P. IRELAND.

#### EXCHANGES.

M. A. DRAKE.

The *High School Times* comes as promptly as ever. This month's issue contains an interesting page on "Artificial Ice."

We notice in *The Kent's Hill Breeze*, a clipping which they have attributed to the *Cadet*, but which rightfully belongs to us. We are very glad to be quoted, but pray give us the honor of author of what we write.

We received this month for the first time *The Normal News*, a thirty-page paper, published by the students of the Michigan State Normal

School. As far as we have examined it, we find it an excellent paper, an honor to any Normal School.

In looking over many of our exchanges, we find the students of the several schools contribute very freely to the columns of their school paper. The *graduates* of *this* school do more for our paper than the *students*. It seems hardly right. Why should the OFFERING be slighted?

#### CURRENT ARTICLES ON EDUCATION.

THE leading article in the *North American Review* is "Reforms needed in the House" by Speaker Reed. Another interesting article in the same issue is Hon. Roger Q. Mills's argument in favor of the unlimited coinage of silver, a subject of national interest and importance. The *Forum* presents "Literary Criticism" by Archdeacon Farrar. The *Century* is truly American and patriotic in its issue this month. Among the best articles are "George Washington and Memorial Day," "A Study of Consciousness," "The New Movement in Education," "Institutions for the Arid Lands." *Harper's* is as usual keen and rich with its literary flavor.

E. C. F.

#### LYCEUM.

MISS E. A. CHANDLER.

THE subject of the debate May 2 was, Resolved: That the political enfranchisement of women would not be best for the state. Mr. Delano was the first speaker in the affirmative, he dwelt particularly upon "the indifference of women. They will not vote when they have the opportunity."

E. I. Beal was the first gentleman in the negative, his point was this, "Women have been so long subject to their present position that they do not realize their degraded condition. The day will come when they will be enlightened and take their true place in the state."

W. L. Phinney, the second gentleman in the negative, emphasized this thought, "The ballot will give woman the dignity and authority of law. This change will benefit woman's condition and consequently humanity."



Mr. Nickerson, the second speaker in the affirmative, expressed these ideas among others, "Suffrage is not a natural right, as shown by reason and experience. Female suffrage would imperil the institution of the family, more than double the material for demagogues to work upon, and bring on a disregard of law and confusion, in that laws would be made which could not be executed. Governments rest primarily and ultimately upon force, hence in a crisis woman's vote would be of little or no avail. The most of the women do not care to vote, and among these the best representatives of their sex. In her present condition woman is practically supreme in the family, and since the family is the smallest of the series of groups which make a nation, she is at once and the same time supreme in the town, state, and nation."

Misses Marsh and Snow spoke in general debate.

#### DEPARTMENTS.

MISS E. A. CHANDLER.

#### GENERAL EXERCISE.

THE general exercise upon History of Education which has been so much enjoyed by all, has come to a close. The mornings are now devoted to singing in preparation for the graduation exercises.

#### ZOOLOGY.

THE two years' course and the four years' course are entirely separate in this work. The scholars of the course first mentioned are doing work adapted to the grades in which they will teach. The work of the other course comprises more dissection, also, comparative work for classification which will best enable them to teach zoölogy in the high schools.

#### BIRTHDAYS.

GENERAL GRANT'S sixty-eighth birthday occurred April 27. Among those who came into the world in May, the month of flowers, have been Emerson, Dante, Agassiz, the great science teacher, Wagner, Addison, and Victoria to whom on the 24th of this month greetings will be sent from all parts of the world.

April 17th was celebrated as being the one hundredth anniversary of the death of Franklin. It is pleasing to know that this day was especially noticed in Germany and other European countries. The mode of printing of Franklin's day was compared with that of the present. Franklin was born Jan. 17, near the "Old South Church" on Milk St. It would be interesting for those who have leisure time, when in Boston, to visit the "Old State House" and see the printing press that Franklin used when a young man.

#### OUR DUMB ANIMALS.

THERE has been recently published a book which is intended to do for the horses what "Uncle Tom's Cabin" has done for the slaves. The book is written by Anna Sewell, an English woman. Its title is "Black Beauty, His Grooms and Companions." The "American Humane Education Society" has presented a copy to 1600 Boston drivers, and it is expected that much good to horses will result from this gift.

This book is mentioned in "Our Dumb Animals," where the picture of "Black Beauty" is given. This paper has been highly recommended by Mr. A. G. Boyden, who thinks it is one all teachers should have, that through it they may be better able to influence their pupils to care for the dumb animals.

#### PERSONALS.

- Miss Conroy is teaching in No. Carver.
- '89. Mr. Burke teaches in Shirley Village.
- Mr. A. L. Crosby is teaching in Sheldonville.
- '89. Miss Robinson is teaching in Andover, Mass.
- '90. Miss Helen A. Pillsbury is teaching in Shirley.
- '89. Miss McKenna has a school in Wollaston, Mass.
- '88. Mr. Andrews is principal of the Knapp School, Somerville.
- Mr. Chas. Price is principal of a grammar school in So. Dennis.
- '90. Miss Helen G. Cutter has accepted a position in No. Carver.



—Mr. Edgar A. Barrell is working in the office of the Imperial Commandery, P. F. Y. B. O.

—Mr. Murdock and Miss Fisher spoke at the Teachers' Institute held at Tewksbury, Friday, May 9.

—Senor Mauro Fernandez, Minister of Education, San José, Costa Rica, has visited us this month.

—Mr. J. W. Mitchell is principal of the grammar school, Rockland, Me. He commenced his duties May 19.

—Mr. H. P. Shaw of the class of June '90 will take Miss Brassill's place as assistant in the Bridgewater Normal School, next September.

—Mrs. Kate Gannett Wells and Mr. Dickinson of the Board of Education have been to the school this month. Short addresses were made by each to the pupils.

—'89. Mr. J. Q. Litchfield has accepted a position in Hingham. Mr. Litchfield's place in Easton is taken by Mr. Merton Leonard who graduated in Jan. '89.

—Our visitors list this month has on it the following names: Misses Clara Colton, Marguerite L. Lillis, Clara Eaton, Edith Mason, Lizzie Dunn, Minnie F. Eaton, Mr. Russell, Supt. of Schools, Brockton, Mr. Walton, Mr. Southworth, Mr. Conant, Mr. Wallace Boyden, Mr. Whitney, Mr. E. Cate, Mr. Timothy P. Weeks.

#### LOCALS.

—Why are amethyst crystals like homely girls? Because they have plane faces.

—We would ask our exchanges to please credit us with any *points* which they find in our columns.

—Teacher. "Because the cement in this case is iron, make an adjective to describe it."

Pupil. "*Ironical* cement."

—Pupil in Zoölogy class. "The ears of a hen are larger and more erect than those of a duck, and can be more easily seen."

—A logical definition of a chair from the psychology class. "A chair is a piece of furniture made *especially* for *one* to sit in."

—One of the young men carries a verbatim copy of the regulations in his pocket so when

asked the pointed question he may answer truthfully.

—Mr. George H. Martin delivered a very interesting lecture in the Central Square Church, May 9, on "The Schoolmaster in Novel and Song."

—Overheard in a horse-car.

Gentleman. "Take my seat, Madam."

Lady. "But I don't wish to deprive you."

Gentleman. "Its no depravity, I assure you."

—Mr. Walton visited a school not far from here lately, and when he left the teacher told the class that he was the gentleman who wrote the arithmetic. Taking up a book she read, "G. A. Walton, A. M.," and asked what A. M. meant. One bright pupil replied, "Arithmetic maker."

—Here is a poem for the Latin class to translate, written by the celebrated Dean Swift.

Mollis abuti  
Has an acuti  
No lasso finis  
Molli divinis  
O mi dearm istris  
Imi nadis tres  
Cantu disco ver  
Meas alo ver.

—In the millenium of which Edward Bellamy writes, let us hope that one of the ameliorations of human suffering will be an appliance (yet to be invented) by which the ear can be rendered deaf to any sounds but those which we desire to hear. Just imagine an invention, timed we will say, to the rising bell, or the watchman's knock on our own door which we can adjust when we go to bed and sleep in peace; assured that if people wish to hold conversations with their friends at the opposite end of the entry, or promenade the halls, or sing, or do all these things at once at five o'clock in the morning, or ten o'clock at night, we shall know nothing about it but can begin the day at peace with ourselves and the world, because we have not had to toss and turn in a vain endeavor to resume the interrupted sleep. Here is a grand chance for somebody to become rich as well as famous. Don't wait for the year 2000, we yearn for the beneficent influence of such an instrument now, and if parties are wanted to give it a trial they can be found by applying to the Editorial Board.



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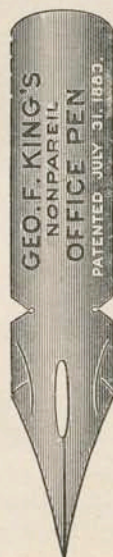
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## THE NORMAL OFFERING.

### SUPPLEMENT.

MAY, 1890.

LUTHER HATCH, EDITOR.

Published in the interests of Athletics in the school.

THE spring season of 1890 is with us, and all out-door sports are at the fore. Lovers of athletics at the school may well be encouraged by the interests shown in all the out-of-door games. The hearty support given the management of the Ball Team when organizing has encouraged the players greatly. The ladies have shown a similar interest in Tennis and not daunted by the loss of their best tennis lands have sought new worlds to conquer on the south side of the Park. Davis '91 with his "New Mail" and Southworth '93 with his "Singer Safety" roll off along Bridgewater's many pretty paths; while groups of eager Botanists, and Zoölogists are met with everywhere. Nature is now presenting us the youth of the year and we are in every way encouraged at the kindly reception of the Season of '90 in the school.

#### DIAMOND DUST.

When last year's season closed, with our Nine one game to the good and six or eight games to the bad, the club endured its full portion of chaff and went into winter quarters resolved to organize in the spring and cover the memory of '89 defeats with the laurels of '90 victories.

That the boys were in earnest and meant to "play ball" was at once shown in their choice, at the annual A. A. meeting of McGrath '92 as Manager of the Base Ball Team for '90. The excellency of the choice has already made itself manifest in the organization and management of the team.

That the interest in Base Ball in the school as a whole is most encouraging witness the success of the manager in securing funds for the club this year; the club lacked a proper supply of all Base Ball goods and the first efforts of the manager were to secure these articles. The boys contributed liberally and nearly twice as much was raised as in any previous year, \$58 being the sum total.

The boys soon got into practice and the first game of the season was played on the campus, April 5, between the Normals and a Picked Nine. Result a victory for the Normals. Following is the score by innings:

Innings.	1	2	3	4	5	6	7	8	9
Normals, . . . . .	2	0	0	1	0	0	1	4	0—8
Picked Nine, . . . . .	1	0	1	2	0	0	2	0	0—6

Second game. April 26. This team proved a little out of our class and was easily defeated by the strong nine McGrath placed in the field. Score by innings:

Innings.	1	2	3	4	5	6	7	8	9
Normals, . . . . .	9	0	4	0	1	0	1	2	0—17
Brockton High School, . . . . .	0	1	1	1	1	1	2	0	0—7

Much interest has been shown in both these games and the players have been warmly supported. We notice several new yells which were used on occasion.

Play Ball Everybody! Play *wary*!!

Alarum! Fire Alarum!! Bom! Bom!

N-O-R-M-A-L-'rah-'rah-'rah-siss-Boom! Base!!  
Ball!!!

May 3 an engagement was made with the So. Easton nine, but was broken just before the date. May 10 the same mischance with the Thayer Academy nine, Braintree. Other dates as far as arranged are as follows: June 7, "Stars" of Rockland, on the Campus. June 14, "Stars" of Rockland, at Rockland.

We have every reason to be confident in the boys this year. We have a strong team which can compete with any amateur nine near us. The players are: Gormley '93 has a good reputation as 1b. for the Roxburys. Maynard '93 played on the "Actives" So. Weymouth, and last year led his team in batting, he will hold down 2d base. Hayes '91 has already made his reputation on this field, he is the "King of 3d basemen." Paul '93 at s. s. sets up a game that will surely be enjoyed by the ladies. Marshall is all right again and hereafter will hold O'Donnell for the boys, our battery is O. K. and cannot be beaten around here. McGrath '93 will be in the outfield and captain the nine. Riley '92 has never played here before but has a good reputation for stick work. Sears '91, Winslow '94, Leonard '93, and many other ambitious players are in practice and can fill positions in good shape when called on.



The boys have one of the strongest nines ever signed in the school, and now let us see them "play ball."

## OVER THE TENNIS NETS.

The grading lately done on the Campus, and the poor condition of the Tennis grounds on the north side, force us to encroach on the Ball grounds this year. As many courts as can be used on the north side will be laid down this year, and arrangements have been made with the Base Ball Management in regard to times for tennis playing on the courts which have been placed on the ball field. This arrangement seems best for all, and we trust that next season our own grounds will be in condition for our use. Fifteen courts have been laid out on the Park, all the land which is fit for use has been taken and a number applying for courts have been disappointed. No. 60 and H<sub>3</sub> have played tennis every month the past year, also HCl, FeS, SB<sub>2</sub>P, and Mg.

Do you play tennis? If so, join the Tennis Club and take advantage of the liberal discount obtained on all tennis goods, by buying from the club's purchasing agent, Mr. James E. White, who will be pleased to quote prices on Wright & Ditson's Tennis Goods. Messrs Wright & Ditson have furnished the club with their excellent goods for the past two years and in every case given perfect satisfaction.

A new departure in tennis and one which promises to turn out successfully is the making of two dirt courts on the land back of the school building. The courts are ready for use and their owners are jubilant.

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From John S. Irwin, Supt. *Fort Wayne, Ind.*—"DR. HIRAM ORCUTT The several teachers procured through your aid have done most excellent work in their co-operative spheres. I hope to retain them for a long time. When vacancies occur, you will hear from me promptly."

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MY DEAR DR. ORCUTT:—I wish once more to express my high appreciation of the excellent aid you have rendered me in obtaining the position [at New Haven, Conn.—salary \$1,500] which I desired. I am confident that no one could have done more or better, and feel myself under great obligations to you. Please accept my thanks.

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